PARK ROAD ACADEMY PRIMARY SCHOOL

Anti-Bullying Policy

2026-2027

1. Statement of Intent

At Park Road Academy Primary School, we are committed to providing a safe, happy, inclusive and respectful environment in which every child can learn, develop and flourish.

We believe that every child has the right to feel safe, valued, respected and included and that bullying, harassment, discrimination and harmful behaviour have no place within our school community.

Our approach is underpinned by our school values and our commitment to developing children who demonstrate respect, kindness, empathy, resilience, responsibility and an understanding of the impact their behaviour has on others.

Park Road Academy Primary School adopts a clear and consistent approach to preventing and responding to bullying. We do not dismiss bullying as 'banter', 'just children being children' or something that a child should simply learn to deal with. All concerns are listened to, taken seriously and investigated appropriately.

The school recognises that bullying can have a significant impact on a child's emotional wellbeing, confidence, attendance, engagement, relationships and ability to learn. We therefore act promptly when concerns are raised and provide appropriate support to children who have experienced bullying, while also supporting children whose behaviour has caused harm to understand its impact and develop more positive behaviours.

The school works in partnership with pupils, parents and carers, staff, governors and relevant external agencies to prevent and address bullying.

This policy should be read alongside the school's Behaviour Policy, which sets out our whole-school expectations, routines, rewards, consequences, responses to behaviour and expectations for positive relationships.

The Anti-Bullying Policy forms part of Park Road Academy's wider safeguarding and behaviour framework and must be implemented consistently with the Child Protection and Safeguarding Policy, Child-on-Child Abuse Policy, Behaviour Policy, Online Safety Policy, Relationships and Health Education Policy, Equality Policy, SEND Policy, Attendance Policy, Complaints Policy, Searching, Screening and Confiscation arrangements and Suspension and Exclusion Policy.

2. Our Approach to Bullying

At Park Road Academy, we distinguish between unacceptable or unkind behaviour, which may be a one-off incident; harmful behaviour, which may require a safeguarding,

pastoral or behaviour response; and bullying, which generally involves repeated behaviour, an intention to cause harm and/or a real or perceived imbalance of power.

However, a child does not need to demonstrate a pattern of repeated behaviour before the school acts. A single incident of serious physical, verbal, discriminatory, sexual, online or other harmful behaviour will be taken seriously and addressed in accordance with the Behaviour Policy, safeguarding procedures and, where appropriate, the Child-on-Child Abuse Policy.

The school will consider the behaviour, impact, context, frequency, power dynamics and safeguarding implications, rather than relying solely on the label given to the incident.

3. Legal Framework and Statutory Guidance

- Education Act 1996, including section 547 concerning behaviour on and outside school premises.
- Education Act 2002, including duties relating to education and safeguarding.
- Education and Inspections Act 2006, particularly section 89 concerning good behaviour and prevention of bullying.
- Equality Act 2010, including duties concerning discrimination, harassment and victimisation and the protected characteristics.
- Children Act 1989.
- Children Act 2004.
- Children and Social Work Act 2017.
- Human Rights Act 1998.
- Protection from Harassment Act 1997.
- Crime and Disorder Act 1998.
- Public Order Act 1986.
- Malicious Communications Act 1988, where applicable.
- Communications Act 2003, where applicable.
- Online Safety Act 2023, where relevant.
- Data Protection Act 2018 and UK GDPR.
- Keeping Children Safe in Education 2026 (KCSIE).
- Working Together to Safeguard Children 2026.
- Preventing and Tackling Bullying – Department for Education, current guidance.
- Behaviour in Schools – Department for Education, current guidance.
- Relationships Education, Relationships and Sex Education and Health Education statutory guidance, effective from September 2026.
- Mobile Phones in Schools – statutory guidance, effective from September 2026.
- Information Sharing to Safeguard Children and Young People – statutory guidance.
- SEND Code of Practice: 0 to 25 years.
- DfE guidance concerning bullying and harassment of school staff.
- Relevant Trafford safeguarding partnership procedures and local arrangements.

This policy should also be read in conjunction with all relevant Park Road Academy policies and procedures, including the Behaviour Policy, Child Protection and Safeguarding Policy, Child-on-Child Abuse Policy, Online Safety Policy, Relationships and Health Education Policy, Equality Policy, SEND Policy, Attendance Policy, Complaints Policy, Searching, Screening and Confiscation arrangements and Suspension and Exclusion Policy.

4. Definition of Bullying

For the purposes of this policy, bullying is behaviour which is repeated or persistent, or forms part of an ongoing pattern; intended, or reasonably likely, to cause physical, emotional or psychological harm; targeted at an individual or group; and/or involves a real or perceived imbalance of power.

Bullying may be physical, verbal, emotional, relational, discriminatory, sexual, prejudicial, online/cyberbullying, or a combination of these.

The school recognises that bullying can occur even where the child experiencing it and/or the child displaying the behaviour does not use the word 'bullying'. The school will therefore consider the behaviour, impact, context, frequency, power dynamics and safeguarding implications.

5. Types of Bullying

1.1 Physical bullying

Hitting, kicking, pushing, tripping, punching, physical intimidation, damaging or taking belongings, or deliberately causing physical harm.

1.2 Verbal bullying

Name-calling, insults, threats, mocking, humiliating comments, repeated teasing or abusive language intended to cause distress.

1.3 Relational bullying

Deliberately excluding someone, encouraging others not to play with someone, manipulating friendships, deliberately isolating someone, spreading rumours or using friendship groups to intimidate or control another child.

1.4 Cyberbullying

Abusive or threatening messages, group-chat exclusion or abuse, spreading rumours online, sharing humiliating images or videos, creating fake accounts, online harassment, posting harmful comments, encouraging others to target an individual, deliberately sharing private information or using digital platforms to continue bullying outside school.

1.5 Discriminatory and prejudicial bullying

Bullying relating to race, ethnicity, colour or nationality; religion or belief; disability or SEND; sex; sexual orientation; gender reassignment; pregnancy or maternity, where relevant; family circumstances; socioeconomic background; appearance; language or culture; or any other characteristic or perceived difference.

1.6 Sexual harassment and sexual bullying

Unwanted sexual comments, sexualised name-calling, sexual jokes, inappropriate touching, sharing sexual images, sexualised online behaviour or other unwanted sexual behaviour. Any sexual harassment, sexual violence or harmful sexual behaviour will be considered in accordance with the Child Protection and Safeguarding Policy, Child-on-Child Abuse Policy and KCSIE 2026, as appropriate.

6. Bullying and Child-on-Child Abuse

Bullying may overlap with child-on-child abuse. Staff must therefore remain alert to the possibility that an incident described as 'bullying' may involve sexual harassment, sexual violence, discriminatory abuse, coercive or controlling behaviour, intimidation, exploitation, physical abuse, online abuse, harmful sexual behaviour or other safeguarding concerns.

Staff must never dismiss harmful behaviour as 'banter', 'just a joke', 'children being children', 'part of growing up' or 'just friendship problems' where the behaviour causes or may cause harm.

Where there is a safeguarding concern, the DSL must be informed immediately and the school's safeguarding procedures followed.

7. Equality and Inclusion

Park Road Academy is committed to creating an inclusive school where difference is valued and respected.

We recognise that pupils with particular characteristics, vulnerabilities or experiences may be disproportionately affected by bullying.

We will actively challenge racism, religious prejudice, ableism, sexism, homophobia, biphobia, transphobia, prejudice related to disability or SEND, prejudice related to socioeconomic circumstances, prejudice relating to family circumstances and other forms of discrimination or prejudice.

The school will not tolerate discriminatory language or behaviour, whether or not the child using the language understands its meaning.

Where incidents relate to a protected characteristic, this will be recorded and monitored appropriately so that the school can identify patterns and evaluate the effectiveness of its equality and inclusion work.

8. Prevention

Prevention is central to our approach. Park Road Academy develops a culture in which children understand: Everyone has the right to feel safe and everyone has a responsibility to help others feel safe.

Preventative work includes Relationships and Health Education; PSHE; assemblies; class discussions; anti-bullying education; online safety education; teaching about respect, empathy and difference; teaching children how to manage friendships and conflict; pupil voice; Anti-Bullying Ambassadors; the school's worry box; trusted adults; staff supervision and awareness of social dynamics; parent communication; staff training; monitoring of behaviour and safeguarding information; targeted pastoral support; and appropriate external agency involvement.

9. Anti-Bullying Ambassadors

Park Road Academy recognises the valuable contribution pupils can make to creating a positive and respectful school culture.

Our Anti-Bullying Ambassadors will promote kindness and inclusion, model respectful behaviour, help raise awareness of bullying, support whole-school anti-bullying events and activities, encourage children to speak to trusted adults and help promote the message that bullying should never be ignored.

Anti-Bullying Ambassadors are not responsible for investigating bullying, resolving serious incidents or safeguarding other children. Concerns must always be passed to an appropriate adult.

10. Reporting Bullying

Children are encouraged to speak to their class teacher, teaching assistant, another trusted adult, the Headteacher, Deputy Headteacher, the Designated Safeguarding Lead, an Anti-Bullying Ambassador who will pass the concern to an adult, or through the school's worry box if they do not feel confident speaking directly to someone.

Children are taught that they should tell someone, keep telling until someone listens, not retaliate, move away from unsafe situations, seek help and preserve evidence where bullying occurs online.

Parents and carers should contact the school if they believe their child is experiencing bullying, may be displaying bullying behaviour, has witnessed bullying, or is experiencing difficulties within friendships which may require school support.

When children report concerns, staff will listen, believe, investigate and respond.

11. Staff Responsibilities

All staff have a responsibility to model respectful behaviour; challenge inappropriate and discriminatory behaviour; take reports of bullying seriously; listen carefully to children; report concerns appropriately; avoid making assumptions; maintain confidentiality appropriately; recognise safeguarding implications; record incidents accurately; follow the Behaviour Policy; involve the DSL where safeguarding concerns arise; monitor children following an incident; provide appropriate support; and contribute to prevention work.

Staff must never ignore behaviour because it appears minor or because they believe it is 'just a friendship issue'.

12. Responsibilities of the Governing Body

The governing body will ensure that the school has an effective Anti-Bullying Policy; ensure that the policy complies with relevant legislation and guidance; monitor the effectiveness of the school's approach; consider anonymised trends and patterns; ensure equality and safeguarding duties are met; support school leaders in maintaining a safe and respectful school culture; and ensure that the policy is reviewed regularly.

13. Responsibilities of the Headteacher and Senior Leadership Team

The Headteacher and Senior Leadership Team will provide strategic leadership for behaviour, inclusion and safeguarding; ensure this policy is implemented consistently; ensure staff understand their responsibilities; monitor bullying incidents; analyse patterns and trends; ensure appropriate interventions are put in place; liaise with parents/carers; involve external agencies where appropriate; ensure safeguarding concerns are referred appropriately; and review the effectiveness of preventative strategies.

The school will use incident information to identify whether there are wider issues involving particular pupils, groups, locations, times, activities or forms of behaviour.

14. Role of the Behaviour Lead

The Behaviour Lead will oversee the school's behaviour systems; monitor bullying-related behaviour; ensure relevant incidents are appropriately recorded; work with class teachers and the SLT; identify recurring patterns; coordinate appropriate behaviour interventions; communicate with parents where appropriate; contribute to pupil and staff training; and support the review of this policy.

Where incidents occur during lunchtime, staff will follow the school's Behaviour Policy and established recording arrangements. Concerns will be communicated

appropriately and assigned to the relevant staff, including the Behaviour Lead and class teacher where appropriate.

Where a child has been physically hurt, the school will follow its established accident and first-aid procedures alongside the behaviour/safeguarding response.

15. Role of the Designated Safeguarding Lead

The DSL will be informed where bullying involves safeguarding concerns; sexual harassment or sexual violence; discriminatory abuse; threats of significant harm; exploitation; serious physical harm; online abuse or harmful sexual imagery; wider vulnerability; or forms part of a wider pattern of child-on-child abuse.

The DSL will determine whether safeguarding procedures, referrals or multi-agency involvement are required.

Cpoms records will be maintained in accordance with the school's safeguarding and information-sharing procedures.

16. Investigating a Report of Bullying

1. Ensure the immediate safety of the child.
2. Listen to the child privately.
3. Record the concern accurately on cpoms.
4. Establish the circumstances.
5. Speak separately with relevant pupils and witnesses.
6. Avoid premature conclusions.
7. Consider whether there is a safeguarding concern.
8. Consider whether the incident relates to a protected characteristic.
9. Review relevant previous incidents or patterns.
10. Gather appropriate evidence, including digital evidence where relevant.
11. Inform parents/carers where appropriate.
12. Decide upon appropriate action.
13. Provide support to the child who has experienced harm.
14. Provide appropriate intervention for the child whose behaviour has caused harm.
15. Monitor the situation after the incident.
16. Record the outcome on cpoms.

Children involved will not normally be interviewed together at the initial stage of an investigation. The school will ensure that information is shared on a need-to-know basis and in accordance with safeguarding and data protection requirements.

17. Cyberbullying

The school recognises that online bullying can extend beyond the school day and can affect children in their homes and wider communities.

Cyberbullying may occur through messaging applications, online gaming, group chats, social media, video-sharing platforms, websites, email, photographs and videos, anonymous accounts and other digital platforms.

Children will be taught how to behave respectfully online; block and report users; protect personal information; recognise harmful behaviour; save evidence; and how and when to seek help.

Children should not retaliate or respond aggressively to online bullying. Where appropriate, children and parents/carers may be advised to take screenshots, retain messages, record dates and times, block the account, report content to the platform, inform school and contact the police where there is a criminal or immediate safety concern.

18. Mobile Phones and Digital Devices

Park Road Academy's arrangements for mobile phones and digital devices are set out within the school's Behaviour Policy and relevant Online Safety arrangements.

Where a mobile phone or digital device is connected to a bullying incident, staff will follow the school's Searching, Screening and Confiscation Policy/arrangements, safeguarding procedures and Behaviour Policy as appropriate.

19. Bullying Outside School

The school recognises that bullying can occur on the journey to and from school, on school or public transport, in the local community, online, at clubs or activities, at home where it affects school life, and during school trips and residential visits.

Where behaviour outside school affects pupils, staff or the orderly operation of the school, the school will consider whether action is appropriate.

The school's response will remain proportionate and consistent with the Behaviour Policy and relevant safeguarding procedures.

20. Bullying of Staff

Park Road Academy is committed to a culture of mutual respect across the whole school community.

Bullying, harassment, intimidation or abusive behaviour towards staff by pupils, parents/carers, other staff, governors, visitors or third parties will not be tolerated.

Where the behaviour involves a pupil, the school's Behaviour Policy and safeguarding procedures will be followed. Where behaviour involves a parent/carer or another adult, the school's relevant procedures, including the Parental Code of Conduct, Complaints Policy, Staff Behaviour/Code of Conduct, HR procedures and safeguarding procedures, will be followed as appropriate.

21. Behaviour Policy: How the Policies Work Together

The Behaviour Policy is the school's overarching policy for promoting positive behaviour and responding to unacceptable behaviour.

This Anti-Bullying Policy provides the specific framework for preventing, identifying, investigating and responding to bullying.

Where bullying occurs, the school will follow the investigation and safeguarding procedures in this policy; apply the expectations and consequences set out in the Behaviour Policy and Statement of Behaviour Principles; consider individual circumstances and context; consider SEND and other relevant needs; consider whether the behaviour is discriminatory; consider whether the behaviour constitutes child-on-child abuse; provide support alongside consequences; and monitor the effectiveness of the response.

Consequences and support are not mutually exclusive. The purpose of a consequence is to establish clear boundaries and accountability. The purpose of support and intervention is to help children understand the impact of their behaviour, develop empathy and make sustainable changes.

22. Consequences and Interventions

Where bullying is established, the school will determine an appropriate response based upon seriousness, frequency, age and developmental stage, intent, impact, power imbalance, vulnerability, safeguarding considerations, previous behaviour, whether the behaviour is discriminatory, whether the behaviour occurred online and whether there has been a failure to follow previous interventions.

Possible responses include restorative conversations where appropriate; reflection work; behaviour interventions; parental involvement; loss of privileges in accordance with the Behaviour Policy; increased supervision; pastoral support; targeted intervention; social and emotional support; safeguarding intervention; external agency support; formal behaviour consequences; and suspension or exclusion in accordance with the school's Suspension and Exclusion Policy where appropriate.

The school will never require a child who has experienced bullying to participate in a restorative or reconciliation meeting against their wishes.

23. Support for Children Experiencing Bullying

Children who experience bullying will be offered appropriate support. This may include reassurance from a trusted adult; pastoral support; regular check-ins; support to rebuild confidence; support with friendships; access to appropriate school interventions; online safety advice; communication with parents/carers; support from the DSL where safeguarding concerns exist; and referral to appropriate external services where necessary.

The child will be reassured that reporting bullying is the right thing to do.

The school will monitor the situation following the incident rather than assuming that the matter has been resolved once an immediate consequence has been applied.

24. Support for Children Whose Behaviour Has Caused Harm

The school recognises that children displaying bullying behaviour may also have additional needs or vulnerabilities.

Where appropriate, the school will consider the child's emotional needs, SEND, communication difficulties, social and emotional development, previous experiences, family circumstances, safeguarding concerns, whether the child has themselves experienced harm and whether additional professional support is required.

This does not remove accountability for behaviour. Children will be supported to understand what happened, recognise the impact on others, take responsibility, develop empathy, repair relationships where appropriate, learn alternative strategies and demonstrate sustained positive behaviour.

25. Follow-Up and Monitoring

Following a bullying incident, the school will monitor the children involved.

Monitoring may include class teacher check-ins; pastoral check-ins; SLT monitoring; Behaviour Lead monitoring; DSL oversight where relevant; parent communication; playground/lunchtime observations; and friendship and social support.

The school will not consider a case closed simply because an immediate consequence has been issued. The key measure of successful intervention is whether the harmful behaviour has stopped and whether the child feels safe and able to participate fully in school life.

26. Recording and Data Analysis

All significant bullying concerns will be recorded in accordance with the school's established systems eg, cpoms.

Cpoms records will include, where appropriate: date and location; children involved; nature of the concern; type of bullying; protected characteristic where relevant; action taken; parents/carers contacted; safeguarding considerations; consequences; support provided; follow-up actions; and outcome.

The school will analyse bullying and behaviour information regularly to identify repeated incidents involving particular pupils; hotspots; times of day; locations; friendship patterns; forms of bullying; discriminatory patterns; online/offline patterns; and whether preventative measures are effective.

The DSL, Behaviour Lead and SLT will use this analysis to inform school improvement, safeguarding, behaviour and inclusion priorities.

27. Parent and Carer Partnership

Parents and carers are important partners in preventing and addressing bullying.

Parents are encouraged to contact the school promptly where they have concerns. The school will communicate with parents/carers appropriately, explain the action being taken where it is lawful and appropriate to do so, and maintain confidentiality regarding other children.

Parents/carers are expected to model respectful communication with children and staff and to support the school's approach to resolving concerns.

28. Confidentiality and Information Sharing

Information about individual incidents will be shared on a need-to-know basis and in accordance with safeguarding, data protection and information-sharing requirements.

Staff will not promise children absolute confidentiality where a safeguarding concern may exist. Children will be told, in age-appropriate language, what information may need to be shared and why.

29. Monitoring, Evaluation and Review

The effectiveness of this policy will be evaluated through analysis of behaviour and bullying records, pupil voice, parent feedback, staff feedback, safeguarding information, equality monitoring and review of individual cases.

The policy will be reviewed annually, or sooner where legislation, statutory guidance, school practice or safeguarding requirements change.

The governing body will receive appropriate information to enable it to monitor the school's approach to bullying, behaviour, inclusion and safeguarding.

30. Review and Approval

This policy was reviewed for the 2026–2027 academic year and reflects the school's current systems and arrangements.

The policy will be reviewed in September 2027 or earlier if there are significant changes to legislation, statutory guidance or school practice.

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Trustees Ratified October 2026

Appendix 1 – Park Road Academy: Anti-Bullying Response at a Glance

17. LISTEN – take the child's concern seriously.
18. BELIEVE – reassure the child that they were right to speak to an adult.
19. SAFEGUARD – consider immediate safety and whether the DSL needs to be informed.
20. RECORD – record the concern accurately in the appropriate school system.
21. INVESTIGATE – establish the facts sensitively and separately.
22. RESPOND – use the Behaviour Policy and safeguarding procedures as appropriate.
23. SUPPORT – support the child who has experienced harm and the child whose behaviour has caused harm.
24. COMMUNICATE – involve parents/carers appropriately.
25. MONITOR – check that the behaviour has stopped and the child feels safe.
26. LEARN – analyse patterns and use findings to strengthen prevention.

Appendix 2 – Related Park Road Academy Policies

- Behaviour Policy and Statement of Behaviour Principles.
- Child Protection and Safeguarding Policy
- Child-on-Child Abuse Policy
- Online Safety Policy
- Relationships and Health Education Policy
- Equality Policy
- SEND Policy
- Attendance Policy
- Complaints Policy
- Searching, Screening and Confiscation arrangements
- Suspension and Exclusion Policy
- Staff Code of Conduct / Behaviour Policy
- Parental Code of Conduct